

DOCUMENT RESUME

ED 104 773

95

SO 008 271

AUTHOR Fitch, Sarah
TITLE Me and We Power, K-2. Comprehensive Social Studies Curriculum for the Inner City.
INSTITUTION Youngstown Board of Education, Ohio.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jun 71
NOTE 28p.; For related documents see ED 070 693 and SO 008 272 through SO 008 300 Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-\$0.76 HC Not Available from EDRS..PLUS POSTAGE
DESCRIPTORS *Curriculum Design; Elementary Secondary Education; *Group Relations; *Individual Development; Kindergarten; Primary Education; Role Perception; Self Concept; Self Esteem; *Social Studies Units; *Urban Education
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III; FICSS; Focus on Inner City Social Studies

ABSTRACT

Focus on Inner City Social Studies (FICSS) is a project conceived by Melvin Arnoff to promote change in social studies curriculum and instruction in accordance with the needs and problems of an urban society. In practical terms, the purpose of the project, developed from 1968-1971 on a grant to Youngstown and other Ohio school districts, is to enable pupils to comprehend the front pages of the newspapers, to understand the variety of ethnic and national cultures and aspirations of the peoples of America, and to be able to deal intelligently with the public and personal issues that are germane to all these areas. Other goals of the project include the construction of a comprehensive K-12 curriculum by creating new materials, adapting those already available, and evaluating, then revising, the resulting curriculum. The units available as SO 008 271 through SO 008 300 are part of the results of the project. A final report of the project is available as ED 070 693. The K-2 unit in this document deals with discovery of self and of groups. Its objectives are categorized as knowledge, skill, attitude, and behavior objectives and are concerned with learning about and accepting self and others -- physically, mentally, and emotionally -- and with exploring and working individually or in groups. The unit contains initiatory activities with songs, working individually or in groups. The unit contains initiatory activities with songs, mirrors, and cameras; information retrieval activities that ask children to think, draw, tell about, and experience their senses and emotions, their ability to learn, and their understanding of their group; and resources keyed to the activities. (Author/JH)

30008 271

"ME and WE POWER"

K - 2

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

PROJECT FICSS
(Focus on Inner City Social Studies)
Melvin Arnoff, Project Director
Associate Professor
Kent State University

Unit Author
Sarah Fitch

Unit Editor
Kenneth Magenau

Participating School Districts and Superintendents
Akron Mr. Conrad C. Ott
Canton Dr. Henry Kurdziel
Mansfield Mr. Robert Glass
Youngstown Dr. Richard Viering
Youngstown Diocese Msgr. Wm. A. Hughes

The work presented or reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education and no official endorsement by the U. S. Office of Education should be inferred.

Project No. 6090

June, 1971

BEST COPY AVAILABLE

ESSENTIAL SOURCE MATERIALS FOR TEACHERS AND PUPILS

Campus Camera, 264 E. Main, Kent, Ohio. Polaroid Colorpack 11--\$23.00 Film (8 pictures)--\$3.99

Teacher

Weston Woods, Weston, Conn. Sound Filmstrip--"Whistle for Willie"

Full color. 1 7-inch record, 1 related test booklet. \$9.25. Teacher

Small children will identify readily with Peter's desire to learn to whistle. When he finally succeeds, they will know exactly why he whistled not only for his dog, Willie, but all the way to the grocery and back.

American Guidance Service, Inc., Circle Pines, Minnesota 55014

P. Mooney puppet--\$4.00--Teacher
Clothing type hand puppet. Cloth body, plastic head, arm movement can be controlled by hand.

P. Mooney stick--\$4.50--Teacher
Has plastic P. Mooney head fitted with bulb which illuminates P. Mooney's nose. Could be used for visual impact in "magic" or pretend situations.

Lauri Enterprises, Haverhill, Mass. Can be ordered from the Hubbard Co., Defiance, Ohio

Fit-a-Shape Puzzles--\$4.00--Pupil--1 set
Box contains eight textured rubber frames holding circles, squares, rectangles and triangles in varying sizes: Primary colors

Fisher-Price Toys. East Aurora, New York 14052

Pop-Up-Pal Chime Phone--\$4.29--Pupil--1

Jack-in-the-box fun as the child pushes "O" button up pops playmate from back of phone case. When other buttons are pushed, musical chimes sound. Durable wood and plastic non-toxic finishes.

David C. Cook Publishing Co., Elgin, Illinois 60120

Moods and Emotions Teaching Pictures--\$3.95--Teacher--1 Set

Packet contains 20 pictures (11" x 4") and a 40-page resource manual. Subjects: Joy, Sadness, Anger, Frustration, Satisfaction, Fear, Cheerfulness, Fascination, Sympathy, Tenderness, Thoughtfulness, Determination, Desolation, Yearning, Guilt, Hatred.

Western Publishing Company, Inc. 150 Parish Drive, Wayne, N.J. 07470

Adventures in Discovery Series (12 books in slipcase) Series covers a wide variety of subject matter with creativity emphasized throughout. --\$39.95

TOTAL--\$96.70

OBJECTIVES

KNOWLEDGE

The pupil will know that:

1. There are likenesses and differences in people.
2. Because of his particular combination of likenesses and differences, he is unique.
3. He can tell about or draw a picture of his physical appearance.
4. He has motor skills such as walking, drawing, etc.
5. He has intellectual skills such as reasoning, comparing, etc.
6. He has emotions such as love, fear, hate, etc.
7. He has five senses which help him communicate with or identify his environment.
8. He can learn because he has motor and intellectual skills.
9. He can learn by trial and error.
10. He can learn from the members of his group.
11. People in groups can share ideas and abilities.
12. Groups can cause things to happen because they have the strength of many ideas and abilities.
13. People in groups have a responsibility to each other and to the total group.
14. Groups must have goals or they will cease to exist as a group.
15. To operate effectively, groups must decide upon rules to assist them in attaining their goals.

SKILLS

The pupil will be able:

1. To list or draw some things about himself which make him different from all other people. (physically, intellectually, or emotionally).
2. To list or draw the ways he learns through his five senses.
3. To list or draw his likes and dislikes.
4. To list or draw ways in which learning gives him new power.
5. To list or draw various kinds of groups, including those which we form and those into which we are born.
6. To list or draw things groups can do that individuals cannot.
7. To list or draw things individuals can contribute to a group.
8. To list or draw actions which are detrimental to group activity.

ATTITUDES

The pupil will:

1. Accept himself as a being of distinction and self-worth as evidenced by his mobility and socialization.
2. Have confidence in his ability to learn as evidenced by his willingness to participate in new activities.

OBJECTIVES (continued)

ATTITUDES (continued)

3. Have a positive attitude toward the expression of his emotions as evidenced by the variation in his responses to classroom situations.
4. Perceive himself as a competent, capable member of the group as evidenced by his interaction with the group members and his contributions toward group goals.
5. Perceive group activity as an important tool of learning as evidenced by his continued interest in group projects.

BEHAVIOR

The pupil will:

1. Display an intellectual curiosity which motivates him toward exploration and self-initiated activity.
2. Choose individual or group activities commensurate with his ever-increasing motor and intellectual development.
3. Establish within himself an emotional control to assist him in solving his own social problems.
4. Function confidently in situations requiring group action.
5. Display a willingness to contribute to group achievement and solidarity.

I. INITIATING ACTIVITIES

CONTENT

MATERIALS

A. To know how I appear.

LOOK AT ME!

B. To accept myself.

Photograph (camera in kit) the children as they participate in small group activities. involve every child. Since pictures of total group activity will be needed for the second half of the unit, they should be taken at this time, perhaps during group singing or "Share and Tell".

Camera
KIT

The camera and a tape recorder have unlimited possibilities in a unit such as this. Polaroid Camera should be used to show an "Instant Me".

As a beginning activity arrange the small group pictures on a table or bulletin board within easy access for examination and discussion.

Place an assortment of mirrors on the tables or counter-top. If possible, obtain a full length mirror to be set out of traffic areas for reasons of safety and privacy. Other suggestions: hand, magnifying, convex and concave mirrors.

Ask: "Has anyone ever told you that you look like someone?"

Tape
Recorder

Suggest that that it is really very nice to look just like yourself.

I can see myself

I can see how I look to others.

The "me" in the mirror does things backwards.

There might be something about me that reminds others of my mother, or father, or brother, or.....

Mirrors

I'm glad I look just like I do. (People must be able to accept their own physical appearance in order to attain of degree of positive mental health.)

I. INITIATING ACTIVITIES

C. To know the parts of the body

Finger Stories:

OVER MY EYES

Over my eyes my hands I place
On my ears and on my face,
On my chin and on my nose
On my knees and on my toes.
Then I hold them way up high
And I roll them in the sky
Then down they come by and by
As I let them gently fly,
Then I clap them, one, two, three
And place them gently on my knee.

HEAD AND SHOULDERS (Tune: There's a Tavern in the Town)

Head and shoulders, knees and toes, knees and toes
Head and shoulders, knees and toes, knees and toes
Chin and mouth and cheeks and nose
Chin and mouth and cheeks and nose, cheeks and nose.

(Place hands on each part mentioned)

EVERYBODY SAYS

Everybody says
I look just like my mother.
Everybody says I'm the Image of Aunt Bee
Everybody says
My nose is like my father's
But I want to look like ME!
Dorothy Aldis

D. To know that members in a family resemble each other.

Ask: Have you seen yourself today?

Do you think you look any different now than you did when your picture was taken? Let's use the mirrors and find out.

I.
INITIATING
ACTIVITIES

E. To know
that people
change in
appearance

CONTENT

I can learn basic facts about my physical appearances, by looking in a mirror.

I look very much the same as I did when my picture was taken.

Discuss any possible changes in appearance such as missing teeth, hair styles, facial expressions, clothing, etc.

Ask: Why is it good to know how you look?

When we hear a story, do we like to know how the people look? Why?
Could each one of us make our own picture book of things we do in
kindergarten? (This questions should lead to the development of the
major information retrieval activity of this unit--the pupil-made
Book of Me.)

Sometimes I like to see all of me, not just part of me.

I like to see how I look to others.

I like to see how others are like me.

I like to see how others are different.

I am important enough to have my own story.

MATERIALS

II. Information Retrieval

- A. To experiment
with motor and
intellectual
skills.

CONTENT

Encourage the children to draw their own self-portraits for the first page of their books. Additional pages may be added whenever they seem feasible in the daily plans.

Evidence of teacher acceptance and praise during the above activity is a vital contribution to the child's self-image.

I CAN...

Say: Let's think of some things we can do that we might want to show in our books.

Use an imitative game such as "Did You Ever See a Lassie?" to call attention to motor skills.

Improvise with imitative repetition such as:

I can run, run, run, run, run, run!

Watch me run, run, run, run, run, run!

Can you run, run, run, run, run, run?

Watch us run, run, run, run, run, run?

Ask: Can anyone tell us about a game that you play in your neighborhood that your school friends might enjoy? Would you show us how to play your game?

The things I do
at home and in
my neighborhood
are important.

Others are interested
in things I like to do.

stick, stones,
cans, rope

MATERIALS

I can draw a
picture of myself.

drawing paper

I can show others
how I think I look.

I like me.

I can walk, run, hop
jump, clap my hands,
snap my fingers,
stamp, my feet, shake
my head, swing, climb,
roll, skip...

CONTENT

Ask: Does anyone ever play school when you are at home?

Sometimes I am chosen
to be the teacher
because of the things
I can do.
I like to play school
because I can pretend
to do things.

If you are the teacher, what are some of the things you
want your pupils to do?

I want my "children"
to be able to write
their names, count,
read a story to me,
play games, sing...

Ask for some volunteer teachers. Give them a piece of chalk, a book, a pointer
or some other "teacherly" prop.

Ask: If you want your children to learn to count, what things would you ask them
to do?

Do your children know any rhyming words? How do you get them to tell you
rhyming words?

Do your children ever tell stories or read? Are there things in our room
they might be able to read? Would you show me?

What things do you think your children might want to learn to do if they
could choose something special?

Provide time for telling about or demonstrating additional
skills some children have acquired.

I can ride a mini-bike.
I can roller skate.
I can dance.
I can....

MATERIALS

equipment
labels,
picture
labels,
library books

CONTENT

Since kindergarten teachers plan for in-depth experiences in sensory awareness throughout the year, this section of the unit may be limited to activities selected primarily for the purpose of enlarging the child's perception of "I Can..."

ABOUT ME AND OTHERS

"Most Animals can see. And so can I.
 Most animals can hear. And so can I.
 Most animals can feel. And so can I.
 Most animals grow. And so do I.
 Most animals sleep. And so do I.
 Most animals have mothers and/or fathers. And so do I.
 Why am I different?
 When I see, I can know what I see.
 When I hear, I can know what I hear.
 When I feel, I can know what I feel.
 And if I don't know, I can find out!
 When I grow, I grow only so big and no bigger.
 When I sleep, I sleep in a bed.
 And ~~when~~ my mother and father come into my room. I know who they are.
 I am Me
 And there is no one else in the world just like me."

II.
 Information
 Retrieval

A. To help
 the child begin
 to know what he
 is capable of
 doing

11. Information Retrieval

B. To help the child to understand some possibilities and some limitations of sensory experience.

CONTENT

I CAN SEE

Use open-ended sentences to elicit response .

The first thing I saw when I came into the room this morning was:

It makes me happy to see:

I can remember what I see.

It makes me sad to see:

The things I see can make me feel certain ways.

Children may hold pictures of people, animals, and flowers. One child is asked to hold his picture behind him. A child who has been asked to close his eyes is then asked to look up and name the missing picture.

starter
concept cards
or magazine
pictures

Fantasy may be enjoyed as a child says "once upon a time, I thought I saw....."

It's fun to pretend to see things.

Ask someone to describe something seen on television.

I can enjoy TV because I can see.

I CAN TOUCH

A combination activity

Attach to an easel a large sheet of newsprint on which two three-inch squares have been outlined with a fine felt tip pen. Place the squares at least six inches apart.

I can learn about things by touching them.
I can remember how things feel (klt)

Remove some of the pieces from the Fit-a-Shape puzzle (in klt) and lay them on the table beside the frame.

I can learn the shape or hardness of things by touching them
Crayons, newsprint, easel, felt tip pen, blindfold

After children have observed the preparation, ask a blindfolded child to choose one of two tasks: 1. While blindfolded, take a red crayon from a box of assorted colors and color one of the squares on the newsprint red. (2). Place a piece of the puzzle in its proper place.

CONTENT

Comments from the participant and the observers will be valuable regarding the performance of this task.

The familiar game of blindman's bluff can be adapted to explore the sense of touch. A blindfolded child is led around the room until the teacher says "stop." He is then told to feel the things around him and tell where he thinks he is.

Children seated at tables could be given different sizes of blocks to arrange in order of size with their eyes closed. Another variation would be to give children mixtures of large round and square kindergarten beads to be separate into piles of round beads and square beads, again with the eyes closed.

I CAN HEAR

Play records of some well-known (to the children) TV performers or recording artists.

Ask: How do you know whose voice you heard?

wood blocks of
varying size

large round and
square kinder-
garter beads,
bowls, or boxes.

I can hear.
I can remember
what I have
heard.
I can remember the
special sound of
voices.
I can remember hearing
certain ver-
or songs they sing, or
jokes.....

Discuss the use and importance of the telephone.

Why do you use the telephone?
Why do others in your family use the phone?
Why do people in your school, your neighborhood
or your city use the telephone?

I call my mother from school to
ask her something important.
I call my friend to hear his voice
and to find out what he is doing.

CONTENT

Watch a television program with the sound turned down.

How does sound help you enjoy TV?

Which do you like best, TV or radio? Why?

We like the tap, tap, tap, or rhythm stick when we have singing time. We like the drums. What other rhythm instruments do you like? Why?

What other sounds in our room do we like?
What sounds in our room don't we like?

When you are at home, or playing by yourself, or playing with friends you sometimes make your own rhythm sounds.

What makes you want to make your own sounds?

What kind of sounds do you make? Can you show us? Or tell us?

In all of the above discussion material, allow demonstrations whenever possible.

I CAN SMELL AND TASTE

The discretion of the teacher, based upon her knowledge of any allergies or health problems of her pupils, would determine the selection of materials for smelling and tasting.

MATERIALS

TV, RADIO

Television sound let you know what is happening. Background music helps to tell the story. Seeing and hearing gives you more to think about.

People do not all like the same kind of sounds. Sounds makes people have different feelings.

rhythm
Instruments

Sometimes I just make sounds for something to do. Sometimes the way I feel makes me want to hear a certain sound.

Smells tell me what is around me. I can recognize some things by their smell and taste. Some smells and tastes are pleasant. Some are not. Some smells are warnings.

II.
Information
Retrieval

- B. To help the child begin to identify and describe some of his basic emotions.

CONTENT

Ask the children to distinguish between pieces of apple and potato while closing their eyes and holding their nose.

smelling and tasting
go together sometimes.

An excursion to a bakery could give the children an opportunity to use all their senses.

I have to smell certain
foods before I can know
what I taste.

Supply magazines in which the children can find pictures of things that have noticeable odors and things that are safe to taste. Make separate displays on the bulletin board or oak tag charts.

I should never taste anything
unfamiliar without permission
from an adult.

A blindfolded child could be guided toward clay, fingerpaint, soap, chalk, crayons, etc., and asked to identify any he recognizes by smell.

An ethnic foods tasting party could be arranged through the cooperation of the parents and other interested teachers or people of the community.

Things that smell and taste good
to me, because I am used to them
might not smell or taste good to
someone else.

I FEEL ...

The emotions which are so much a part of a child's every day life should be dealt with in any unit concerning the self-image. It must be stressed, however, that this section is to be elicited from the children rather than taught to them.

MATERIALS

11.
Information
Retrieval

- C. To help the child begin to understand and cope with his emotions.

CONTENT

Make an oak tag clown face with moveable eyebrows and mouth (paper fasteners). Children can reflect their feelings by suggesting ways to make the clown joyful, angry, or afraid.

1. We need to learn what unreasonable fears are.
2. We also need to know how to respond to real fear situations.
3. We need to learn the difference and how to overcome unreasonable fears.
4. Sometimes I can overcome fear by myself. Sometimes I need help.

Some things other people do to me make me angry.
Sometimes the things people do not do for me make me angry.
I get angry when I can not do some things I want to do.
I must learn what to do when I am angry.

MATERIALS

Oak tag (9" x 12")
Paper fasteners
Construction paper
Features: Eye-brows and mouth

Moods and Emotions
Teaching Pictures
David C. Cook
(Kit #3)

Use study prints as an activity for this section. Still elicited, not taught.

CONTENT

MATERIALS

Love, joy, fear, and anger can be defined by the children without teacher-imposed standards. The study prints (in kit) should be culminating rather than introductory material. They contain in-depth lesson plans which might fit into a study later in the year.

There are different kinds of love. The members of my family show me that they love me (kindness, sympathy, consideration, loyalty, affection, protection...)

It is good to know that I am loved.

I feel important because I am loved.

Participation stories which allow the children to supply the "feelings" of the story character can be used effectively.

Personal responses can be encouraged by beginning with:

I am afraid when...

I am afraid of...

I know my sister loves me because...

I feel happy...

It makes me angry when...

Joy makes me laugh, shout, run, jump up and down, clap my hands, giggle...

Joy is:.....

When something suddenly makes me so happy I hardly know what to do--I think that is joy.

Many different things bring joy to me.

Joy does not last a long time,

but I can remember it for a long time.

I want to bring joy to others.

All people have fears.

I have fears.

Some fears are reasonable.

Some are not.

Capture the many different moods of children by taking candid photographs of them during work time or free play.

11. Information Retrieval

- D. To help the child realize that he is capable of learning to do things.

CONTENT

I CAN LEARN

Use a hand puppet (in kit) and the Pop
Use telephone (in kit) to illustrate learning power.
Sit behind a small table.

Say: Our little friend has heard that there is something special
about this telephone. He'd like to know what it is. If you know,
shhh, don't tell. Let's watch him.

New things make me curious.
Proceed to show the puppet approach the telephone, hesitate and then
hurry away. Repeat this several times. Finally, have the puppet give
the buttons on the phone a gingerly touch (not enough to make the
chimes sound). When nothing happens, the puppet sits down and sobs
loudly.

Ask: Have you every felt like this?
What is wrong with our poor little friend?

Sometimes I want to learn new things
but I am afraid to try.

Say: Let's give him a nap. Maybe he will try
again.

The teacher turns her back to the children as if
cradling the puppet and makes a snoring sound.
She brings then the puppet back to the table
and says: "I think he feels better now. Let's
watch what he does this time."

I do not have to be afraid to try.
Sometimes people give up before they try.
Being afraid to try can make you sad.

MATERIALS

- P-Mooney Puppet (Kit #4)
- P-Mooney Stick (Kit #5)
- Pop-Up Telephone (Kit #6)
- small desk or table

11.
Information
Retrieval

D. Learning

CONTENT

This time the puppet dances around the phone as the teacher hums a happy tune. He pokes at the buttons and then presses down to make one chime. Excitedly, he presses each button and listens to the chime. When he finally finds the one that causes the case to spring open, he claps and dances for joy.

The following poems might continue the theme of "You never can tell till you try."

WHISTLING

Cinda came up close to hear
How my whistle sounded NEAR
And she said, "I never knew
You had birds inside of you."
And poor Cinda almost cried,
Whistling SHE had birds inside.

...Alleen Fisher

THERE WAS A YOUNG MAID WHO SAID, 'WHY

There was a young maid who said, 'Why
Can't I look in my ear with my eye?
If I give my mind to it,

I'm sure I can do it,
You never can tell till you try."

...Edward Lear

MATERIALS

I can try to do
new things.

I can try over and
over again.

It's so much fun
to learn.

Learning makes me
feel important.

I might be able
to do some things
if I try, others
I might not.

CONTENT

MATERIALS

Ask: Have you ever wanted to do something, something you wanted to do more than anything else in the world?

Say: We are going to see a filmstrip about a little boy named Peter who wanted to learn to do something special. He had a very important reason.

Show the filmstrip "Whistle for Willie."

Discuss the ending to the story. (This will possibly be different for each class or at least each teacher)

Provide experiences in trying new activities. Set up interest areas where children can experiment with clay, blowing bubbles, magnets, etc.

Filmstrip:
"Whistle for Willie."

Peter learned how to do something he really wanted to do.

I can learn to do things I want to do.

I want to try new things.

I want to learn as much as I can.

II. Information Retrieval

D. Learning

CONTENT

SHARING IS LEARNING

Show a picture of a familiar pet or zoo animal about which the children can relate personal experiences or supply new information

Say: Today, instead of reading a story about this , let's make our own. What do you think about when you see a ? Write the information supplied by the children on an experience chart. The teacher may supply any additional information necessary to the continuity. Read the story to the children. Ask them what about new things they learned what things they knew but had not remembered to tell, and what things they thought were most interesting.

Say: We learn so much just talking together. Can you think of any other persons with whom we can talk and share and learn?

Say: It's time to line up now. Let's do it a different way today. We'll share a secret with a friend and make a "Secret Chain."

The first child tells his secret to a seated child. They join hands and the second child becomes the secret teller. The same secret may be repeated if desired. Continue until all children have joined the chain.

MATERIALS

study prints or magazine pictures of animals or subjects of current interest.

We can learn from each other.

By sharing information we can learn much more than we can learn alone.

Experience chart paper.

We can learn from brothers, sisters, parents, other relatives, teachers, people in our neighborhood, people in our city, people on television or radio people who write books and newspapers....

11.
Information
Retrieval

E. My Group

CONTENT

LOOK AT US!

Display and discuss the group pictures which have been held back until now.

Ask: Do you like to be in school with other children?
Why or why not?

What is a group?

How would you choose a group?

What do groups do?

Display some magazine ads showing large groups of children and adults endorsing products.

Ask: Why are there so many people in the pictures?

What can the group do that one person could not?

Are groups important? Why?

Is our group important? Why?

MATERIALS

People join groups, form groups, or are placed in groups.

Sometimes people want to be in groups to do something or get something they could not do alone.

A person can not know everything.

People need other people.

People in groups can share ideas and abilities.

Groups have power.

II.
Information
Retrieval

E. Groups

CONTENT

WE CAN...

Using a flower or three theme, let each child pick a construction paper petal or leaf from a big box. One by one, they add-a-part to a large flower center or tree trunk on the bulletin board. Some children might want to personalize their petals or leaves by printing their names on them. Discuss the finished product.

Ask: What did I do?

What did WE do?

Did everyone do the same things?

Could one person have put the flower together without help. Did we really need the whole group?

If one person (teacher or helper) could take the flower apart when it is time to change the bulletin board, couldn't one person also put it together?

Discuss: a project such as collecting bottle caps, ice cream sticks, coupons, money for Junior Red Cross, etc.

Ask: Could one person do all the collecting, or would you need the group?

MATERIALS

construction
paper

We can share
an activity.

We can enjoy
what we have done.

We all did the
same thing.

I did my part.

We all did our part.

We did not need the
whole group.

One or two persons could
have put the flower
together.

Even though we all do
the same thing, we are
all needed.

The group can do more than
one person can do.

CONTENT

MATERIALS

WE CAN SHARE

Ask: Have you ever found a small stone, or shell, or a button that you thought was very beautiful or in some way special? Have you ever looked for something like this? Where might you look?

Wouldn't it be interesting to see what we can find to share with each other?

Suggest that if enough children bring something to share the class could make a display for others to see.

Hardening clay could be rolled or pressed into a low cardboard box. The collection of objects could then be pressed into the clay with the contributor's first name or initials written beside it.

If children want to keep their special objects, they could be temporarily displayed in little matchboxes that have been glued to shoe box lids.

WE CAN SHARE WITH OTHERS

Say: Sometimes we think that sharing means just our toys or things we have. What other things can we share? Do you know anyone in your neighborhood with whom we could share something? Time? Greeting Cards?

If there are responses, the teacher could check the possibilities of neighborhood visits to shut-ins, elderly, etc.

My choices are
important to me.

I can share something
that gives me pleasure.

I can learn more about
my friends and the things
they like.

Clay, suit
box lids,
matchboxes,
glue

My friendship is
important to some
people.

Community/
agency re-
ferrals.

CONTENT

WE CAN MAKE MUSIC TOGETHER

Have the children sing a familiar, often requested song.

Ask: How did we make music?

Say: We can hear our voices. What other parts of our bodies can we use in our music making?

When we use our whole bodies, we can feel the music too.

This time when we sing, let's make our music, and hear our music, and feel our music.

(To the tune of Michael, Row the Boat Ashore)

"We can make music any time we want

Us-ten to-oo-oo-oo us!"

We can make music any time we want

Us-ten to-oo-oo us!"

Point to a table filled with rhythm instruments of all descriptions.

MATERIALS

We can make music with our voices and our bodies.

We can enjoy making music together.

They should have many of the items mentioned by the children in the earlier section on I Can Hear, in addition to the traditional sticks, bells, maracas, etc.

CONTENT

WE CAN PLAY TOGETHER

Say: Today we are going to play a game while we are having playtime. You will need a partner or several friends to play with you.

Ask: What are some of the things in our room that partners or small groups could share?

They will walk around while and are going to help us play the game.
a bell, you must stop what you are doing and stand perfectly still.
We will call you a statue since you are not moving. and
will pick out any "statues" who were playing alone to
help them watch when you begin to play again.

The length of the game will depend upon the number of "statues" caught. Discussion should follow immediately after this short activity.

Ask: What things did we find to play together?

Is it fun to play with a friend?

Are some things more fun to do alone?

Why did some children become statues?

What things keep us from playing together?

MATERIALS

We must learn to be friendly.
We must learn to accept friendship.

Bell or
whistle

We must be willing
to obey the rules
of the game.

CONTENT

WE CAN WORK TOGETHER.

Plan an art activity for work time. Suggest that if two or three children work together on each picture, they can finish enough large pictures during the work period to decorate the room (or the hall). Arrange seating so that there is plenty of space between groups. Set few guidelines other than suggesting that group members decide what their picture or design will have in it and then give each member an opportunity to do a part of the picture.

Have children display their picture and express their opinions about group effort.

Ask: Did we use our whole group? (three) How? If not, why not?
What stops us from working together as a group?
What happens when someone fails to do his share?
How can everyone be successful in a group, or can they?
How can we learn to work together as a group?

Everyone has a responsibility to the group.

We must learn more about each other before we can work together in a group.

ENJOYING "WE-NESS"

Have children participate in the planning of a variety show to be given for neighboring classes or for parents. Groups of children could be responsible for entertainment, invitations, and publicity, decorations, refreshments, ushers, etc.

To conclude the variety show program choose a musical number which involves the whole class. The selection of a stirring or an exciting finale is essential to the over-all group feeling of satisfaction and accomplishment.

MATERIALS

drawing
paper
(24" x 36")
chalk, paint

We must understand
the group purpose.

We must be willing to
do or learn to do some-
thing the group needs.

We must learn how to
work in a group.

Disagreements must be
resolved before the
group can accomplish
its task.

Experience
chart/paper

11.
Information
Retrieval

E. Groups

CONTENT

WE CAN REMEMBER WHAT WE HAVE DONE

The filming or taping of activities throughout the unit could serve as a delightful recapping experience for the children. Their responses and reactions in retrospect should provide for the teacher, valuable observations concerning their development.

MATERIALS